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in the second year of the Latin course. There are about forty pages of Latin text, and exercises for translation from English into Latin are included. The book would perhaps serve as an introduction to Caesar in schools having five years for the high-school Latin course.

*A First Latin Reader.* By H. C. NUTTING. New York: American Book Co., 1912. Pp. x+240.

This *Reader* offers material of a different sort from that found in most books of its class. The first part is made up chiefly of stories from American history of the colonial and revolutionary periods told in easy Latin. Henry Hudson, John Smith, George Washington, and Daniel Boone are among the characters who appear in the narrative. A few stories of Roman history also are introduced. The second part comprises stories from Caesar in simplified form, and a few selections from Roman literature. The plan of the book is admirable, and many teachers will feel exceedingly grateful to Professor Nutting for having provided material which is likely to make a stronger appeal to the pupil's interest than that which has heretofore been available for supplementary reading. A few copies of this *Reader* made accessible to pupils outside recitation hours ought to prove a valuable stimulus to the desire to do something more than prepare assigned lessons.

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*The Backward Child, A Study of the Psychology and Treatment of Backwardness.* By BARBARA SPOFFORD MORGAN. A Practical Manual for Teachers and Students. New York: Putnam, 1914. Pp. xvii+263.

This book is based on a principle and method which are new and their application to the diagnosis and treatment of backwardness. It contains an account of tests which are for the purpose of analyzing the child's abstract mental processes—sensation, memory, attention, etc.—to determine in what respect he is weak. Exercises are then prescribed which are for the purpose of improving the function which is weak. This is an interesting rehabilitation of formal discipline and if its success could be attested objectively it would form an important bit of evidence on this matter.

F. N. F.

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*The Support of Schools in Colonial New York by the Society for the Propagation of the Gospel in Foreign Parts.* By WILLIAM WEBB KEMP. New York: Teachers College, Columbia University. Pp. viii+279.

Thanks to the seminarial courses of Professor Monroe at Columbia and Professor Jernegan at Chicago, we seem now to be in a fair way to obtain a